YEAR 5 MUSIC LEARNING JOURNEY

SUMMER 1

TERM OVERVIEW	PROJECT OUTCOMES
This term children will be developing their music technology skills. They will explore Chrome Music Lab "Song Maker" and over 4 weeks learn how to create a drum beat, melody line, bass riffs and finally chord progressions to create their own short pieces of music. Through Y5 and 6 there will be a 2 year "Composer of the Month" listening scheme. The third term will focus on a range of 20th and 21st Century composers, including Pop/ Rock music and contemporary classical music so that children begin to build a picture of how music has changed over time. The focus is on oracy skills, listening to each other's opinions and giving their own.	By the end of the unit children will be able to create and layer up different parts on Songmaker: a drum beat, bass riff, chord progression and a melody line. They will compose a 4 bar piece each week, gradually adding in more parts. Children will also be able to talk about 2 composers -Anoushka Shankar and Lady Gaga, and their opinions of the music.

BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY + Skills
Children will apply the knowledge they have learnt in previous years, but now with a music technology focus. They will use their knowledge of chords to create a 4 chord progression in Chrome Music Lab, as well as using their understanding of pitch and rhythm patterns to compose melody lines and drum beats. Focused listening was a part of Y3 and 4, and this will continue now, but enabling children to develop an understanding of the history of music.	. The music curriculum is very much on a progressive spiral,so this unit combines previous learning through music technology. All the skills they are learning will prepare them for KS3 study of music, as all high schools use a wide range of software for composing music.	**Skills:** manipulating sound on Chrome Music Lab Choosing notes to fit together from chords to melody to drum beat. pop music, contemporary classical music Beat, bar, chord, riff/ ostinato melody texture

NC COVERAGE

KS2 Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

SKILLS FOCUS	SUGGESTED SEQUENCE OF LEARNING
By the end of this unit the children should know (knowledge): ● *How to use Chrome Music Lab - Songmaker.* ● *The names of a Contemporary Classical Composer (Errolyn Wallen) and a Pop/Rock Composer (David Bowie)* ● *That a chord is 2 or more notes played together and a triad is a 3 note chord.* **By the end of this unit the children should be able to (skills):** ● *Compose short 4 bar pieces of music in Songmaker, including drum beats, bass riffs, chord progressions and melody lines.* ● *Listen to music and pick out features of the piece through focused questions.*	**Lesson 1:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Introduce new composer of the month - recap last term's composers, go through styles, and then explain the variety within the 20th Century/ 21st Century - continue with Anoushka Shankar and use PPT and piece 2. 2.Give out chrome books - children to go online and find "Chrome Music Lab". 3. Intro "Song Maker" option. Go through basics on screen - beats/ bars/ octaves/ settings/ instrument sounds. Give them 5 minutes to explore themselves. 4. Use PPT 1 to go through creating a drum beat and melody line. Use YouTube video and my own demonstrations to show them a good example. Focus on simplicity for both drum beat and melody (melody a single line, drums, not too many beats). Set composition task and help children as needed. 5. Share songs at the end - download midi files and then change names in download folder to save, or at least film it as they play it. **Lesson 2:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Intro Lady Gaga - play piece 1 on PPT and discuss the music using the questions. 2.Recap Chrome Lab from last week - create a basic example for them with drums/ melody. 3. Week 2 PPT - make octaves clear on screen - create a Riff/ Ostinato in the low octave - keep it simple. Use similar colour notes in top octave to create a single line melody to fit. Talk about TEXTURE - definition? (how many layers of sound in the piece of music) - 3 layers this week. Demonstrate an example of the 3 parts on screen. 4. Set composition task and help children as needed. 5. Share songs at the end - download midi files and then change names in download folder to save, or at least film it as they play it. **Lesson 3:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Begin with listening to Lady Gaga piece 2 - thumbs up, down/ middle - vote on their opinions of her music. 2. Recap Chrome Lab from last week - whiteboard quiz - give a definition - children to write down key vocab - texture, riff, melody. 3. Week 3 PPT - introduce CHORDS - explain what a chord is and show how to create on songmaker - play a note, miss a note, play a note, miss a note, play a note - demo the colour patterns and how to create a chord lasting 4 beats. 4. Create a 4 chord progression on screen, plus drum beat to fit. 5. Set composition task and help children as needed. 6. Share songs at the end - download midi files and then change names in download folder to save, or at least film it as they play it.

	Lesson 4: ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** **Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect** 1.Lady Gaga piece 3 on PPT and discuss the music. 2. Whiteboard recap quiz: give definitions and children to write key terms down to match the definition: Texture, Riff, Chord, Chord progression. 3. Week 4 PPT - combine all aspects of the music we have done so far - a 3-part piece: drums, chord progression, melody - go through step by step example and build up the layers. 4. Set composition task and help children as needed. 5. Share songs at the end - download midi files and then change names in download folder to save, or at least film it as they play it.

End Points

- **What is a chord?**
  2 or more notes played together
- **What is a triad and can you show me how to play one?**
  A 3 note chord, play a note, miss a note, play a note, miss a note, play a note
- **Can you tell me how to create a drum beat, chords and melody (or riff) on Chrome Music Lab?**
  Talk about the music they created, explaining how to build a drum beat at the bottom of the screen, then build triads using the colours, and then match colours over the top to create a repeating pattern, or a longer melody